

THE GBV PREVENTION
NETWORK'S MOVEMENT
BUILDING INITIATIVE

Phase **1** *Get
Moving!*

Looking
Within





Get Moving!

Phase I: Looking Within

The GBV Prevention Network Movement Building Initiative

Gender Based Violence Prevention Network

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An Overview of the GBV Prevention Network's Movement Building Initiative

Gender based violence (GBV) is increasingly being recognized as a human rights violation and a public health problem with dire consequences and unacceptably high prevalence rates across the world and in our own region of the Horn, East and Southern Africa. GBV has existed for centuries, perpetuated and sustained by the belief that men should have power and control over women. Across the region, various efforts are underway both in humanitarian and non-humanitarian settings to prevent and respond to GBV. Yet often these efforts are short-term or offer technical quick fixes to a problem that is deeply rooted. Meaningful violence prevention requires time, perseverance and courage - it requires addressing the root cause of violence: the power imbalance between women and men.

GBV can be prevented; relationships, families and communities can and should be safe and healthy, it is a basic human right. To prevent GBV means working to change attitudes and norms that consider women as inferior and equality as undesirable or even an impossibility. GBV prevention requires fundamental change in communities. Yet is our prevention work seeking to inspire deep transformative change between women and men? Similarly, as GBV prevention activists, have we made fundamental changes within ourselves? Have we had the time and space to reflect on our own assumptions and biases as women and men, about equality and power?

In November 2008 members of the GBV Prevention Network met to discuss these very issues. Asking ourselves: Is GBV prevention in the region meaningful and strong? Are we really working to affect social change? Have those of us working on GBV prevention had the opportunity and space to reflect on our own experiences and beliefs and how they affect the work we do?

While there is much possibility and potential in the region, members raised concerns about how often these deeper issues are overlooked in the struggle to implement programs and meet short-term targets. In response, throughout 2009, the GBV Prevention Network is focusing on building a GBV prevention movement in the region with our *Get Moving!* initiative.

What is the *Get Moving!* process?

Get Moving! is a new initiative of the GBV Prevention Network that is designed to stimulate personal and / or organizational reflection about GBV prevention work. The process includes reflection sessions, exercises and readings that ideally will be conducted within member organizations.

Get Moving! is a new initiative of the GBV Prevention Network that is designed to stimulate personal and organizational reflection about GBV prevention work.

What are the *Get Moving!* objectives?

1. To encourage personal reflection and learning among members to understand and be committed to a rights-based, feminist approach to GBV prevention.
2. To foster reflection at an organizational level on values that include power sharing, shared authority and decision making.
3. To create strategies with member organizations for reaching out to others with a rights-based analysis of GBV prevention.

Get Moving! encourages an understanding of and commitment to a rights-based, feminist approach to GBV prevention.

Who is the *Get Moving!* process for?

The *Get Moving!* process is for any group or organization interested in thinking more about the ideas and values that underpin GBV prevention work and what it would take to truly prevent GBV in the region.

How is the *Get Moving!* process organized?

The *Get Moving!* process is ideally done with others, for example as an organization or as a group of activists interested in GBV prevention and movement building. There are three phases of the *Get Moving!* process. Each phase of *Get Moving!* includes a series of sessions meant to be facilitated within a group as well as readings and suggestions for journal writing that participants can do independently.

What are the *Get Moving!* phases?

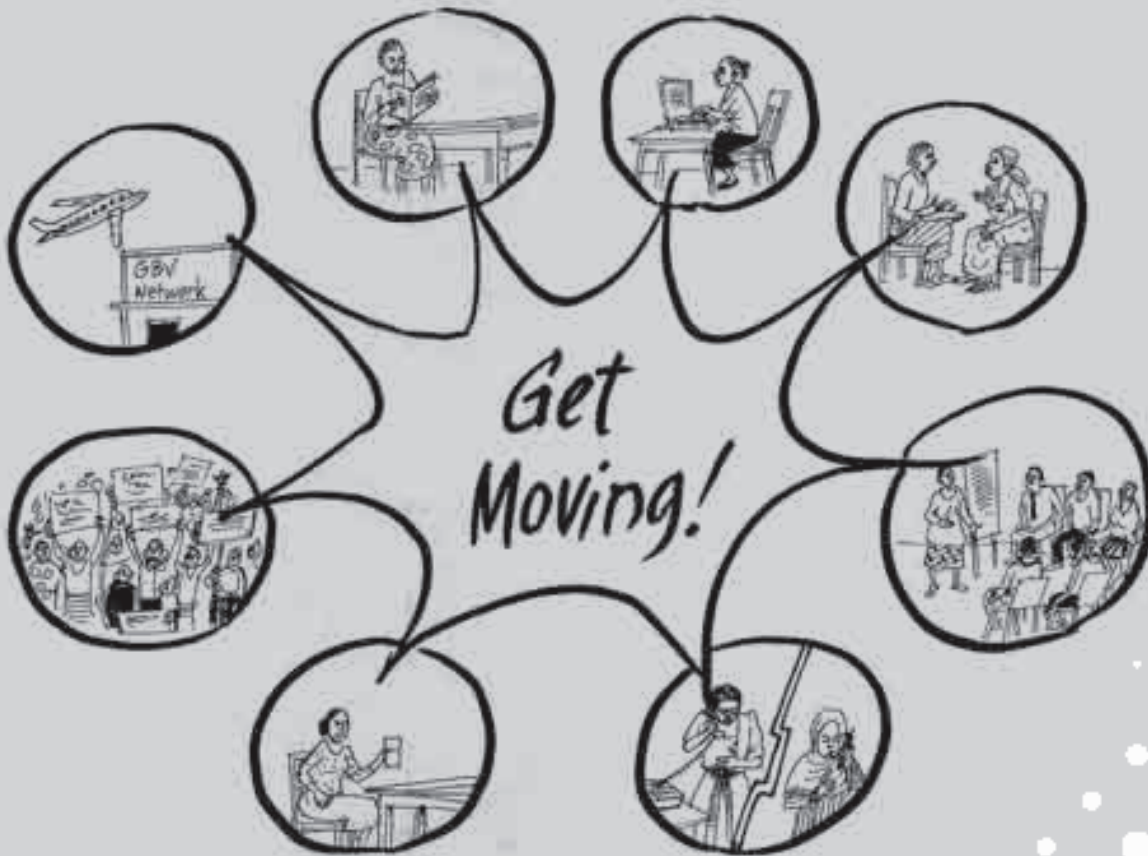
Phase one: Looking Within. Interactive sessions and readings to foster self-reflection about the power dynamics in our own lives and, how we as individuals could be protagonists within a GBV prevention movement.

Phase two: Supporting Each Other. Creative sessions and readings for strengthening our analysis of GBV prevention and the feminist values within our organizations.

Phase three: Reaching Out. Dynamic sessions and readings that encourage members to connect and engage with others to build an inclusive and vibrant GBV prevention movement.

Why should you get involved in the *Get Moving!* process?

We all need spaces in our personal and professional lives which open up new ways of thinking, encourage reflection and gives us an injection of energy and inspiration. *Get Moving!* is designed to strengthen our analysis of GBV and what it takes to prevent it within individuals, organizations and the broader movement.



Can we connect with others using the *Get Moving!* process?

Yes! There are many ways to be in touch with others also involved in *Get Moving!* If your organization is committed to going through this process, we warmly welcome you to be in touch with us at the Network coordinating office (info@preventgbvafrica.org). The Network will closely support up to 10 member organizations who request partnership in this process. This support will include:

- a face-to-face meeting among the 10 organizations to build peer support,
- solidarity and further strategizing on strengthening the GBV prevention movement;
- a separate, private space on the Network website for these 10 organizations to share and support each other; and,
- additional tools and opportunities for movement building.

Let's *Get Moving!*

Get Moving!

Phase 1

Looking Within



Welcome to *Get Moving!* The GBV Prevention Network Movement Building Process.

This is phase one of a three phased process that includes a series of exercises and suggested readings that seek to encourage personal reflection and discussion about our own beliefs about power, justice and movements. We hope by the end of the first *Get Moving!* phase participants are able to:

- create space at a personal and/or organizational level to engage in this process
- connect with our own personal experiences of power
- become committed to the idea of building a GBV prevention movement in the Horn, East and Southern Africa

Get Moving! has the potential to be a powerful process and we hope that many members and member organizations are keen to walk through it with us. Organizations interested in direct support for this process from the Network Coordinating Office are warmly encouraged to write to us. All members are encouraged and welcome to share your experiences and reflections on the process and key issues within it, with the Network Coordinating Office at info@preventgbvafrica.org and with all members at www.preventgbvafrica.org

Congratulations on getting started!

Phase One Overview

Get Moving! sessions require participants to feel that they are operating in a safer and supportive environment. This will require careful facilitation of sessions and tone setting.

SESSION 1 — Creating a Safer Space (1 hour, 30 minutes)

A. Setting the Context	20 minutes discussion Participants discuss key questions about the <i>Get Moving!</i> process
B. Stations of Reflection	70 minutes reflection exercise Participants reflect on how to create a safer space by individually answering critical and provocative questions posted in five 'stations'. The debrief leads to a shared understanding of a safer space and mutual respect among the group.

READER 1 — Reading for Pleasure and Purpose

Reflections on the importance and benefits of reading for one's enjoyment and personal growth. Includes ideas to *Get Moving!* into reading.

SESSION 2 — The Space Between Us (1 hour, 30 minutes)

A. The Space Between Us	90 minutes provocative exercise & discussion In this exercise, statements are read to the participants. Participants take a step forward or a step back based on their life experiences as a woman or a man. Men move ahead more quickly and have a large head start for the race that follows. This exercise and its debrief reveal that society is not supporting equality between women and men.
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READER 2 — Journaling: A Tool for Personal Growth

A short piece on the benefits of writing or journaling and questions to help the reader reflect on their own experiences of using writing for personal and professional development.

SESSION 3 — Relationship Self Evaluation

A. Relationship Self-Evaluation	90 minutes exercise & discussion Each participant fills in a self-evaluation of the power balance within her/his intimate relationship (includes modification for youth groups and singles). Then, the group uses the same evaluation to assess the community as a whole.
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READER 3 – Finding Trusted Others

Reflections and ideas for connecting with others to create supportive relationships that foster personal growth.

SESSION 4 — Movement Building (1 hour, 30 minutes)

A. Developing Shared Language	30 minutes exercise & discussion Participants work in small groups to identify key terminology related to movement building.
B. Being Politicized	40 minutes paired dialogue & debrief Participants reflect on and share with another their process of becoming politicized.
C. Politicizing GBV Prevention	20 minutes plenary discussion Individuals reflect on the foundations of their own and their organization's GBV prevention work.

READER 4 – Could we? Should we? Build a GBV Prevention Movement

The GBV Prevention Network's publication on movement building in the Horn, East and Southern Africa including questions for discussion or journaling.

Get Moving! sessions require participants to feel that they are operating in a safer and supportive environment. This will require careful facilitation of sessions and tone setting. Suggestions to help create this space include:

- Ensure that neither you nor other participants speak specifically about other participant's experiences that they have revealed through the exercises, it is important to let everyone speak for her/himself.
- Conduct the exercises in a quiet and private space where there will not be interruptions and confidentiality can be maintained.
- Consider seating position, and use a circle to facilitate these exercises.
- Pay careful attention to how individuals are reacting to the session – consider the verbal and non-verbal communication.
- Set up ground rules before beginning the process about respect, confidentiality, valuing others, etc.

Get Moving!

Session I: Creating a Safer Space

Objectives

- To set a positive and safe tone for the movement building process
- To establish ground rules and shared commitment to creating and maintaining a supportive environment so participants can share personal thoughts and experiences.

Preparation

- Hang two flipchart papers at the front of the room.
- After step 2 when participants are busy with a warm up game, arrange chairs in five small groups (stations) around the room (or ask for help from the participants). Write each sample question (found in step 4) on a flipchart and hang them at each 'station'. Fold the flipchart to cover the questions until you get to step 4.
- Ask participants to come with notebooks and pens, or provide them for each participant.
- Read through the Facilitator's Notes before you conduct the session to familiarize yourself with the concepts at the Stations of Reflection.

Note: It is important to note that in some cases you will be unable to create a safer space given the dynamics of the group or other factors. Don't give up on the movement building process; adapt the processes as necessary – for example, journal instead of discussion, one-on-one discussion instead of group discussions, etc.

Steps

A. *Setting the Context (20 minutes)*

1. *Introduction*
Welcome to the Get Moving! process! In this session we will explore what a safer space is for us and commit to making our group a safer space for sharing and learning from each other.
2. *Conduct a warm up game to ease tension and loosen up participants. If you don't know one, ask participants to suggest one.*
3. *Facilitate a brainstorm and group discussion based on the following questions. Record responses on flipcharts.*

- What does safety mean to you?
- Why is safety essential in the *Get Moving!* process?

Remember, while receiving responses for the questions, avoid critiquing the responses, they are personal reflections so there aren't 'wrong' answers.

4. Explain the following to participants
We need to create a safer space in our groups/organizations to allow us to reflect as individuals. If we do not feel safe to share and explore our thoughts the process cannot be authentic. A safer space can allow participants to take the risks necessary to get out of old ways of thinking.

B. Stations of Reflection¹ (70 minutes)

1. Ask one participant to facilitate a warm up game as you organize the chairs into five 'stations' as indicated in bullet 2 of the preparation notes for this session (or ask the participants to help set up the stations). Hand and unfold the flipchart papers at each station, so that all station questions (below) are visible to the participants.

Station Questions

- a. Is confidentiality (keeping issues and experiences people share as secret) important for creating safer spaces? If you go home and are thinking about something someone said in this space, can you talk about it to your friend?
 - b. What are your own prejudices e.g. the belief that men, certain ethnic groups, rich people, etc, are better than others. How can you try to remain non-judgmental? i.e. avoid forming a negative opinion about somebody based on what they have shared about themselves.
 - c. How do you react when something is said that hurts you? Might there be a better way?
 - d. How would you take care of yourself if someone said something hurtful to you?
 - e. What is mutual respect and why is it essential?
2. Explain to participants the following:
Around the room there are 5 different Stations of Reflection. At each station there is a question for reflection. Please move around to the different stations during this exercise. Go to a station where there is a chair available, sit down, read the question in front of you, think about it and write what comes to mind in your notebook. The writing can be informal; it is for your use only and will not be read by others unless you choose to share. Every five minutes time will be called and you'll be asked to move to another station.
 3. Call time every five minutes so participants can move through the stations of reflection.
 4. When the time is up, ask participants to return to the question that was hardest for them to answer. When they get to that station of reflection, ask them to share their thoughts about this question with others. If someone is at a station alone invite them to join a different group.
 5. Next, ask participants to return to the question that was most inspiring or powerful for them. Again, ask them to discuss with the other participants who show up at that station.
 6. Gather all participants together in the large group and invite participants to share how they experienced the exercise. Invite them to share their thoughts on any question(s) of their choice. Be sure to review all questions.

1. Stations of Reflections methodology adapted from: Horwitz, C. (2002). *The Spiritual Activist: Practices to transform your life, your work, and your world*. New York: Penguin Press.

7. Explain to participants.

In creating a safer space we are trying to ensure confidentiality in this space so that we all feel safe sharing our personal stories and opinions. It is important to create space where participants are able to share their experiences with power and GBV without being judged or made fun of by colleagues, and to express ourselves when we are feeling hurt by something that has been said by someone. We hope that we are able to create a safer space so that together, we can begin an authentic journey with others about injustice, rights and power.

8. Ask participants:

*How could we as a group make this a safer space to share and learn?
Write all contributions on a flipchart.*

9. Get consensus of the group on the most meaningful suggestions and ask the group

Are we honestly able to commit to these ideas?

10. Conclude the exercise by asking for general reflections, and stressing that although we don't have complete control over what people think, say, do or believe, we all can and must contribute to making this space as safe as possible.



Get Moving! Idea

Think about how you behave in groups. Do you build up the group and members within it or are some of the things you do damaging to the group or members within it? How could be an active and positive participant in the *Get Moving!* process happening in your organization or group? Try to really challenge yourself to grow and expand your positive presence within the group. Talk with at least one other person in your group about the active steps you will take. Check in with them periodically and ask her/him: Am I living up to my commitments? How could I continue to grow?

Stations of Reflection

Facilitator's Notes (for reference)

Confidentiality. This means keeping something secret. Within this process, participants will likely talk about their own experiences. Confidentiality in this context means that everything you hear someone say about their own personal experience or thoughts in this space is confidential. Meaning, everything said in the room stays in the room. Discuss the concept of public information and how you can talk about ideas without attributing them to individuals or ever sharing anyone's personal story.

Non-judgmental learning space: Part of creating a safer space for participants to talk through issues of power and GBV, and encouraging self reflection and sharing is creating a non-judgmental learning space. Each of us has prejudices and experiences we bring to this process. The belief system that some groups (men, certain ethnic groups, rich people, etc) are better than others is entrenched in our society. Part of becoming more self-aware is discovering these biases within ourselves. Sometimes, as we are exploring, we will say things that even surprise ourselves. A safer space is one where people feel free to make mistakes and try again, without judgment from others. At the same time, as we speak, it is important to think about the impact of our words - and how they might help or hurt others.

Direct communication: Part of creating a safer space is about being open with each other when we are feeling hurt by something that was said. This involves saying diplomatically how you feel. Practice this, using "I" statements: "When you said ___ I felt defensive because . . ." Have participants practice a bit saying "When you said _____, I felt _____." Both for positive and negative feelings.

Self-care. Sometimes, the topics in this process can be challenging because we are talking about very personal issues which can bring up painful experiences and topics. Learn to take care of yourself during the process. During a session, you may feel the need to excuse yourself and step outside for a moment. Or beyond the session you might need additional support or just to take more gentle care of yourself. This is okay and healthy.

Talking about personal experience. Power, injustice and violence are experiences that many people share. It is hoped that participants will feel comfortable to talk freely and to be able to trust that this space is confidential. At the same time, no participants will ever be required to talk about personal experiences. If you do choose to talk about personal experiences with GBV, please know that we want to listen and hear your story, but may not have time to do so properly in the session. You can always make an appointment to talk with someone outside of the session if you want to speak more about issues the session is bringing up for you. Have a plan prior to beginning the process about who may support participants – this may involve professionals outside this process or helping the participant identify a trusted other person in their own lives.

Note: Safe space vs. safer space: This session talks about a "safer" space rather than "safe" space. This is because, while best efforts are being made to create a safe dynamic where people can self-reflect, share and learn from each other, no one has complete control over what others think, say, do or believe. It is each of our responsibility to work to make this space as safe as we can!

Get Moving!

Reader No. 1

Reading for Pleasure and Purpose

To read without reflecting is like eating without digesting.

~ E. Burke

Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider.

~ F. Bacon



1. Many times we find it hard to find time to read— either for professional development or personal reflection and pleasure. In many of our cultures, reading isn't common or perhaps even valued. Yet reading is essential to maintaining engagement with the world, personal growth and intellectual stimulation. Similarly, writing (often called journaling) is one of the most important ways that we can become clear about our own thoughts, develop our own analysis and deepen our thinking – more on journaling in Reader No. 2.

2. So why are we talking about reading and writing with the *Get Moving!* process? Movement building is all about our world view. A movement can only be made up of people who are seeking to critically understand their world, the injustices within it and how positive change can come about. Building a movement isn't business as usual – it requires openness to new ideas, perspectives, opinions. It requires us to try to understand and connect with the lived experiences, considered positions and ideas of others. Reading can help expose us to a diversity of perspectives, perspectives that we can reflect on and critically examine – a process which ultimately helps us create our own unique yet informed opinions.

The use of reading is to aid us in thinking.

~ E. Gibbon

The more you read, the more things you will know. The more that you learn, the more places you'll go.

~ Dr. Seuss

3. This page explores reading – and why it can be so life changing. Throughout the *Get Moving!* process we will share various readers on key topics and issues about women, rights, violence, feminism and power. These are pieces that have influenced our thinking and the development of our critical consciousness. We are happy to be sharing them with Network members and hope they will spark new ideas and notions for you as well.

*To read is to empower
To empower is to write
To write is to influence
To influence is to change
To change is to live*

~ Jane Evershed

A book is like a garden carried in the pocket. ~Chinese Proverb

Reading helps your mind and spirit

- “Literature . . . makes us feel, more intensely probably than anything else, the reality of other points of view, of other lives.”¹
- “There is something fundamentally intellectual and spiritual that happens to readers through the combination of the sustained focused attention that you bring to reading, the use of your imagination to create pictures of the scenes, characters and situations, and also your use of memory to draw those pictures out, versus being passive and having the images, pacing, tone and everything given to you [as in TV or movies].”²

We live our lives forward but we can only understand them backwards ~ S. Kierkegaard

More benefits of reading

- Research has shown that readers are 300 percent more likely to go to the theater and museums, 200 percent more likely to go to the movies, and over twice – in some measures three times – as likely to do volunteer work or charity work.” Some people argue that this is because reading helps a person to be engaged in the world – s/he wants to learn, understand, grow, see and hear other people’s realities. Books, theatre, museums, movies and volunteer work are all ways to be engaged in the world, to get outside oneself to see how others understand and experience the world. So it isn’t a matter of how much money a person makes, or even how much education one has – it is more about being curious and the desire to keep one’s mind active.
- If you are a reader, you’re more likely to exercise, more likely to go to sports games, more likely to play amateur sports . . . and much more likely to be aware of and involved in your own community.

Reading is to the mind what exercise is to the body.
~ J. Addison

- Reading helps the pocket book! One study shows that business people who read at least 7 business books a year earn over 230% more than people reading just 1 book a year³

The book to read is not the one which thinks for you, but the one which makes you think.
~ Mccosh

Get Moving! Ideas

Talk it out! Write it out! Or do both!

- *What book(s)/articles have deeply influenced you? In what ways were you influenced?*
- *Do you create time in your life to read? If so, how do you feel it enriches your life? If not, what prevents you from doing this?*
- *How could you be more creative or deliberate about what you read?*
- *Make one commitment that you could make to help you create the discipline or time in your life to read. (Note: even if you are not convinced of the value of this – try to commit to regular reading for at least one month).*

The best effect of any book is that it excites the reader to self activity.
~ T. Carlyle

Get Moving!

Session 2: The Space Between Us²

Objective

- Raise participants' awareness of how power has shaped our lives and experiences.

Preparations

- This exercise is best conducted with both women and men. If you do not have at least three women and three men in your group, you will need to provide some participants with pretend identities. Pretend identities are provided at the end of the session write up. Bring six blank name tags and be prepared to read the identity descriptions, in case pretend identities are required.

Facilitator's Notes

- This is an intense exercise that requires participants to feel safe. Do not conduct this exercise if you feel there is tension or disrespect in your group.
- During the debrief, ensure that neither you nor participants speak specifically about another participant's experiences, as revealed through the exercise. This behavior creates a lack of safety in the group. Let everyone speak for her/himself.
- Set the tone of this session carefully with participants. It is a serious exercise that requires sensitivity.



2 Borrowed from SASA! An Activist Kit for Preventing Violence against Women and HIV, (2009), Raising Voices.

Steps

1. Introduction

Welcome to this *Get Moving!* session. It is designed to help participants recognize that a person's sex deeply influences their experiences and choices in life. It goes on to explore the impact of this on our enjoyment of human rights as women and men.

2. Explain to participants:

- a. *In a few moments, I am going to ask you to line up in the middle of the room and hold hands with each other. I will then read a series of statements about life experiences.*
- b. *After each one of the statements you will move one space forward, backward or stay where you are, based on your life experiences. If you begin moving in an opposite direction of the people you are holding hands with, you will have to let go.*

Note: If someone is in a wheelchair, instead of taking a step, they can move/roll the equivalent.

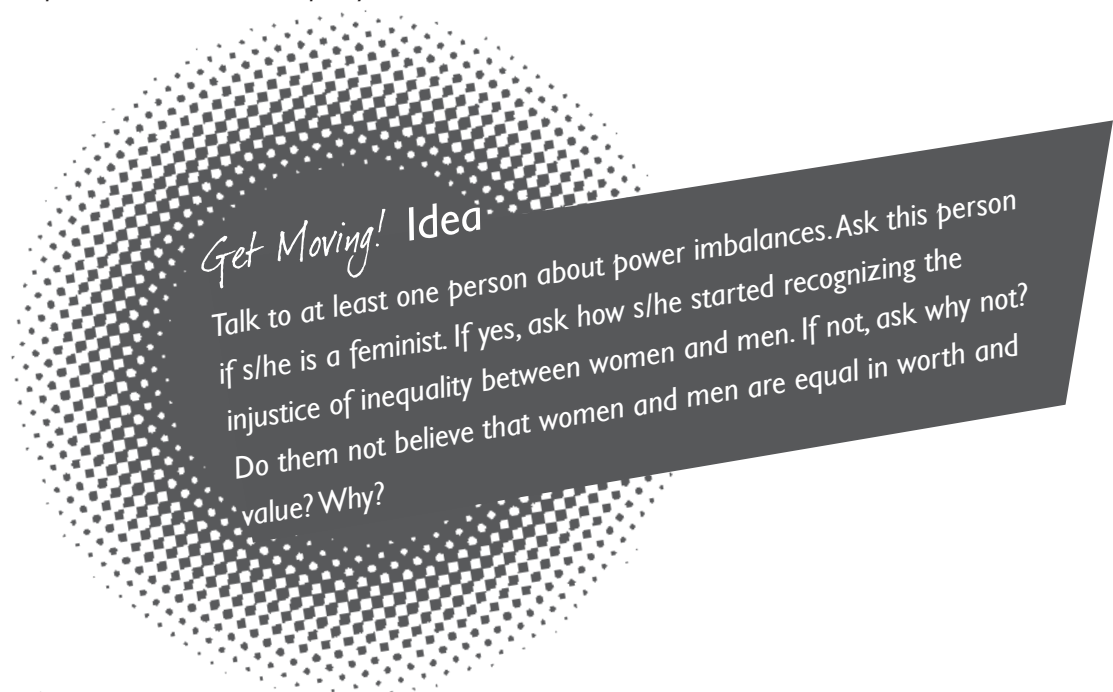
- c. *If you haven't heard a statement clearly, call 'repeat.'*
 - d. *This is a silent exercise. Please do not comment on the statement or your own or others' movements.*
3. Ask participants to line up side by side across the middle of the room, with sufficient and equal space both behind and in front of them. Ask them to all face one way (toward a wall or a line drawn on the floor) and to hold hands with the people on either side of them.
 4. If you do not have at least three women and three men, ask for volunteers to take on the pretend identity of a woman or man. For any participant receiving a pretend identity, give her/him a name tag and read the description of her/his pretend identity to the group. Choose an identity with a profession different than the actual profession of the participant. Participants will maintain the given identity throughout the exercise and make decisions based on their pretend identity.
 5. Ensure there are no questions. Remind participants that this is a silent exercise.
 6. Read the statements provided at the end of these instructions and ask the participants to move after each statement.
 7. When you have finished reading all the statements, pause. Ask the participants to remain where they are. If some participants are still holding hands, they can now let go of each other.
 8. Ask the participants to look around to see where they are standing and where others around them are standing. Ask them to take a moment to reflect on their own position and the position of others.
 9. Tell to the group: "When I say 'go,' race to the wall/line in front of you."
 10. Count "one, two, three, GO!"

11. Gather everyone back in the large circle and debrief the exercise. Make sure that both women and men are contributing their thoughts and that everyone feels safe and respected throughout the discussion.

- a. *How did you feel doing this exercise?*
 - i. *How did you feel at the beginning when you were all in the straight line?*
 - ii. *How did it feel to move forward? To move backward?*
 - iii. *How did it feel to release the hands of your neighbors?*
- b. *What did you notice about each other's reactions as the exercise progressed? (Probe: Did the tone of the exercise change from playful to serious?)*
- c. *What did you think or feel when you saw where everyone was standing at the end of the exercise? Was there anything that surprised you about people's positions?*
- d. *Did any of you adjust the size of your steps as the exercise continued on? Why?*
- e. *Did anyone want or choose to not be honest in the exercise? Why? What does this tell us about our experiences? (Probe: Is there shame or stigma attached to our experiences of power?)*
- f. *What was your first reaction when I asked you to race to the wall? (Contributions could include: too far, too close, ran very hard, knew I couldn't win, what was the point, etc.)*
- g. *What does this exercise teach us about the power imbalances between women and men?*
- h. *What did you learn about your own power? The power of those around you?*

12. Summarize:

In our communities, women typically have less power than men. This places women at a disadvantage. It is unjust that women and men do not move through life equally. Becoming aware of this power imbalance is an important first step in becoming a feminist. A feminist is a person who believes that the power imbalance between women and men is unjust and feels compelled to work to create equality between women and men.



For reference

The Space Between Us Statements

1. If you were raised in a community where the majority of police, government workers and politicians were not of your sex, move one step back.
2. If it is generally accepted for you to make sexual jokes in public about the other sex, move one step forward.
3. If a teacher has ever promised you better school results in exchange for sexual favors, move one step back.
4. If you have never been harassed or disrespected by police because of your sex, move one step forward.
5. If you could be beaten by a your partner with little or no reaction from others, move one step back.
6. If most doctors, lawyers, professors, or other “professionals” are of the same sex as you, move one step forward.
7. If people of your sex often fear violence in their own relationship or homes, move one step back.
8. If people of your sex can beat a partner because of unfaithfulness and with general acceptance of this behavior from others, move one step forward.
9. If you were denied a job or a promotion because of your sex, move one step back.
10. If your sex has ever been considered by scientists as inferior, move one step back.
11. If people of your opposite sex are often paid for sexual favors, move one step forward.
12. If you were discouraged from pursuing activities of your choice because of your sex, move one step back.
13. If you commonly see people of your sex in positions of leadership in business, in court and in government, move one step forward.
14. If you fear being attacked if you walk home alone after dark, move one step back.
15. If you could continue school while your siblings of the opposite sex had to stop, move one step forward.
16. If you share childrearing responsibilities with your partner, move one step forward.
17. If you have never worried about being called a prostitute, move one step forward.
18. If you must rely on a your partner to pay for your clothes and food, move one step back.
19. If you have never been offered presents for sexual favors, move one step forward.
20. If you have ever worried about how to dress to keep yourself safe, move one step back.
21. If people of your sex can have different partners and that is generally accepted, move one step forward.
22. If you have taken care of your partner while she or he is sick, move one step forward.

23. If your religious leaders are the same sex as you, move one step forward.
24. If you have ever feared rape, move one step backward.
25. If your name or family name can be given to your children, move one step forward.
26. If you have been touched inappropriately by a stranger in public, against your will, move one step back.
27. If you cannot always expect the same kind of respect from women as from men, move one step back.
28. If you have ever been refused rest by your partner while you were feeling weak, move one step back.
29. If your sex is the one who usually makes the decisions about household expenditures, move one step forward.
30. If you have never been whistled or hooted at in public by the opposite sex, move one step forward.

Activity Supplement for Same Sex Groups

Pretend male identities:

1. name tag: male nurse

identity description: My name is Juma, and I am 25. I work in the local clinic as head of the clinic. I did not have any major difficulties reaching this position. I have never been sexually harassed in my life.

2. name tag: male shop keeper

identity description: My name is Ali, and I am 40. When I was young, I started as a public transport conductor. I did not like the job, so as soon as I had saved enough money, I bought a small stall from where I could sell clothes. Now I have a real shop with clothes.

3. name tag: male local government representative

identity description: My name is Henry, and I am 55. I was born from a father with quite a bit of land. He gave me some, so I started working on it. I have always liked social contacts and everyone in the village knows me. It was logical for me to go into politics. I am now a local leader.

Pretend female identities:

1. Name tag: female nurse

Identity description: My name is Aminah, and I am 25. I work in the local clinic as head of the clinic. I had to work hard to reach this position, because my male colleague was also aiming for it. For a short while when I was a child, my parents lacked the money to pay my school fees, although my brothers continue to attend. As an adolescent I was very beautiful and smart, which the teachers definitely noticed.

2. Name tag: female shop keeper

Identity description: My name is May, and I am 40. I went to school, but never did very well, because I was always busy with chores at home. When I was young, I started working as a food vendor. I often had to work late, and sometimes men would harass me. It took me much time to save money, because my husband didn't like that I was earning and often took my earnings from me. I finally saved enough money, and I bought a small stall for selling clothes. Now I have a real shop with clothes.

3. Name tag: female local government representative

Identity description: My name is Fatma, and I am 50 years old. I was born from a father with quite a bit of land. He gave me some, so I started working on it. I have always liked social contacts and everyone in the village knows me. It was logical for me to go into politics, but this was seen as inappropriate by many men. I had to organize many events to explain my good intentions. It was hard campaigning while also raising children, but I finally got elected the third time I was on the list.

Get Moving!

Reader No. 2

Journaling: A Tool for Personal Growth

“A journal is a record of experience and growth . . . Here I cannot afford to be remembering what I said or did . . . but what I am and aspire to become.”

–Thoreau

Journals are a place to capture your story and your perspective. Journals encourage writing that is emotional, personal, and vulnerable. In a journal, you can write without concern for grammar, writing style, sentence structure, or censorship. Journal keeping is highly personal and highly adaptable – you can do it however, whenever and wherever you want. Many people write first thing in the morning, others do it right before going to bed. Some like to write every day without fail, others when inspiration hits. Some journal keepers like to write for a specified amount of time – 10 minutes or 1 hour – some even more. Journaling is a very inexpensive pastime – you just need a notebook and pen. Carry a notebook around with you – you never know when an idea might hit, the mood may strike you, or just some unexpected quiet time may surface.



“The act of writing is magic, one word, then another. You create a world. You display a vision of the universe” - S. Horwitz

Get Moving!

You might use your journal to explore:

How you use your time
What inspires you
What you believe in
What you can do without in your life
Memories from your childhood
Significant people in your life
Favorite people/ places/ things
Lessons you've learned in your life
Important events and turning points
Dreams you remember
Places your soul feels at ease
Heroes and heroines

Remember, journaling can be personal, creative, eccentric. You could include:

Quotes
Prayers
Photos
Things from nature
Words you love
Maps
Lists
Colors
Artwork/ collage
Charts
Passages
Poems
Textures and materials
Dialogue
Foreign words
Diagrams

Get Moving! Idea

1. Write about an experience or a time in your life when you felt you had power. Describe what happened, how it felt to you, how you dealt with it and how the experience feels to you now.
2. Write about an experience or a time in your life when you felt you lacked power. Describe what happened, how it felt to you.
3. How, if at all, has this experienced influenced who you are today?

"I found a way to make peace with the recent past by turning it into word."

– C. Johnson

Get Moving!

Session 3:

Relationship Self-Evaluation⁴

Objective

- Explore the power dynamic in intimate relationships.

Preparations

- Photocopy the “Relationship Self-Evaluation” found at the end of these instructions, for distribution to each participant.



Steps

1. Introduction:

Welcome to this *Get Moving!* session where we will explore the implications of power imbalances for ourselves and others.

2. Ask participants: “What does it mean to have power?” Gather their ideas. Ask questions to create an understanding of the following: Power is about the ability to influence your own or others’ experiences.
3. Review with participants: We discussed in the last session how society gives men power over women, causing violence against women. Many of us try to overcome this power imbalance within the community by creating a balance of power in our intimate relationships.
4. Give each participant a copy of the “Relationship Self-Evaluation.” Explain that this form collects information about power in intimate relationships.
5. Read through the questions and give examples of the scoring method for each.

3. Borrowed from SASA! An Activist Kit for Preventing Violence against Women and HIV, (2009), Raising Voices.

6. Ask each participant to fill in the form for his or her intimate relationship. Participants that are not in a relationship should complete the form based on a past relationship or a relationship they know well (e.g., their mother and father, etc).
7. Explain that they will have 15 minutes to complete the form. Clarify that no one will see their answers and that they should take their time and be as honest as possible.
8. Allow participants to work wherever they like in the room. After 15 minutes, ask participants to come back to the circle.
9. Ask participants for their impression of the “Relationship Self-Evaluation”:
 - a. *How did you feel completing this form?*
 - b. *Who enjoyed completing this form? Why?*
 - c. *Who did not enjoy completing this form? Why?*
 - d. *Who was surprised by their answers? Why?*
 - e. *Was anyone surprised by the questions? Why?*
10. Point out the last column on the Self-Evaluation that is labeled A. Explain that this column is for an evaluation of society as a whole, and the group will complete it together.
11. Explain that since we will not always be able to agree, the majority response will be used for the purposes of the exercise.
12. Read each question aloud and collect the group’s responses and reasons.
13. Debrief using the following questions as a guide:
 - a. *What do these responses tell us about society?*
 - b. *How does that make you feel?*
 - c. *How could people create equal power in their intimate relationships?*
 - d. *Why do you think some men hesitate to have equal power in their intimate relationships?*
 - e. *Why do you think some women hesitate to accept a more powerful position in their intimate relationships?*
 - f. *How does the power imbalance between women and men in our communities increase women’s risk for violence and HIV infection and AIDS?*
14. Summarize the exercise with a focus on the following:
 - a. *In many relationships power is not equal. The expectation for men to have power over women is so strong in our community, that sometimes we can be in an intimate relationship and not recognize the power imbalance. Most power imbalances lead to a form of violence. This may be the obvious physical or sexual violence, but it can also show itself in less obvious forms of violence, like emotional or economic violence.*

- b. Some people recognize the power imbalance but prefer to leave it the way it is, because it is what they know and that makes it feel easy and comfortable.
- c. Balanced power is only possible with commitment, support and action from both the woman and man.
- d. Balancing power can be challenging for both women and men. It puts women and men in new roles they are not used to.

Get Moving! Ideas

1. Take extra copies of the Relationship Self-Evaluation home and do the exercise with your partner. In the final column instead of the community, complete it as you think the other would feel.
2. Discuss or journal about the aspect of your relationship that you feel proudest about.
3. Discuss our journal about the aspect of your relationship that you feel least proud about.

Relationship Self-Evaluation

[For photocopying and distribution]

This questionnaire evaluates the balance of power in your intimate relationship.

For each question choose one of the following scores:

- 1 = never
- 2 = seldom
- 3 = sometimes
- 4 = often
- 5 = always

QUESTIONS	#	A
1. Do both partners have equal hours of family responsibility (i.e., household work, professional work, child rearing, etc.)?		
2. Do both partners equally receive thanks and recognition from the other?		
3. Are both partners interests treated with equal priority?		
4. When making decisions, do both partners aim to reach consensus?		
5. Do both partners have equal influence over how money is used?		
6. Can both partners access the family's money independently?		
7. Do both partners apologize and admit wrong when necessary?		
8. Do both partners have equal opportunity to spend time alone with friends?		
9. Do both partners control their anger or temper appropriately?		
10. Do both partners make each other feel equally comfortable refusing sex?		
11. Do both partners make equal effort not to project their bad moods on the other?		
12. Are both partners equally able to turn to the other for support?		
13. Do both partners feel equally safe?		
14. Do both partners equally trust the other's fidelity?		
15. Do both partners feel that the other would care for them if they became ill?		
16. Do both partners have equal security should the other die or disappear?		
17. Do both partners have equal power during sexual activity?		
18. Do both partners have equal ability to initiate sexual activity?		
19. Do both partners equally prioritize safe sex?		
20. Is the sexual pleasure of both partners treated as equally important?		

Get Moving!

Reader No. 3

Finding Trusted Others

How lovely to think that no one need wait a moment, we can start now, start slowly changing the world. How lovely that everyone, great and small, can make their contribution...how we can always, always give something, even if it is only kindness. - Anne Frank



Trusted Others, Mentors and Coaches

Trusted others are those people in our lives who we feel we can open up to and be at our most honest and vulnerable. They are individuals who respect us, care about our well-being and are interested in our growth. Trusted others can be friends, family members, partners, co-workers – anyone with whom we can be emotionally honest. Often trusted others are peers, and they may be going through similar experiences. Trusted others listen, support, and offer safe space to explore new ideas, thoughts, and ideas without fear of judgment.

Mentoring tends to imply a difference in age or experience, as well as a commitment to a long-term relationship. We are often drawn to people because we feel they know or understand something that we have less experience with. A good mentor shares their experience when it is relevant to what we are going through, and they share it in a way that is supportive and useful to us. This could be a story, a suggestion, or a thoughtful question. Being a mentor is an opportunity to pass on your own experience to another person, perhaps in a more formalized way than normal.

Coaching, on the other hand, can mean assistance with a specific issue or problem. A good coach provides support and assistance, often asking the questions others would not ask. More mutual, peer coaching may simply involve two people who are willing to listen to each other as they explore a new direction in their lives, deepen an existing commitment, or overcome a difficult situation.

Trusted other, mentoring and coaching relationships work best when expectations are clearly laid out by both individuals. We can formalize relationships these types of relationships with individuals who enhance our lives through their experience and strength.

Having a trusted other, being mentored, or coached makes us stronger, in our work and in our lives. Sometimes it means lending encouragement and support during rough times. Sometimes it means telling us the truth when no one else will. Sometimes it means asking a dreaded question, because we fear the truth that lies in the answer. Above all, intentional relationships like these hold out hope for the best that we can be, a vision of possibility. They remind us of what it is that we are good at, where we want to go, who we strive to be and help us realize the better vision of ourselves.

To the world, you may just be somebody. But to somebody, you may just be the world. ~ Unknown

A mentor is someone who allows you to see the hope within yourself. - Oprah Winfrey

Get Moving! Ideas

1. Write what trusted other means to you. Do you have a trusted other? If yes, what does s/he bring to your life? If no, how could you develop such a relationship?
2. Do you have a mentor or coach? If yes, how does s/he enrich your life? If not, is there someone in your life you would like to form this kind of relationship with?
3. Is there anyone who you feel you could like to ask to be your trusted other, mentor or coach through the *Get Moving!* process? Someone who could listen to your thoughts and ask tough questions that help you to move forward?

Get Moving!

Session 4: Movement Building

Objectives

- To increase participant's understanding of various movement building terminology.
- To encourage participants to reflect on their own process of politicization.
To discuss the degree to which the GBV prevention work of our organizations is grounded in a politicized analysis.

Preparation

- Photocopy definition cards – enough to have one complete set for every 5 participants.
- Flip chart paper and markers
- Copies of the GBV Prevention Network publication 'Could we? Should we? Build a GBV Prevention Movement.' Note: If you would like additional copies free of charge please write to us at info@preventgbvafrica.org

Steps

A. Building a Shared Vocabulary

1. Introduction:

Welcome back to the *Get Moving!* process. This session explores key concepts around movement building including terminology that we often hear but that we perhaps do not have time to reflect on more deeply. The session is intended to provide space for reflection and dialogue on the degree to which our GBV prevention work is grounded in an analysis of injustice.

- 2 Understanding Terminology. Divide the participants into small groups of 5. Give each group a set of definition cards. Explain to the group that their task is to match the terms with the definitions. The groups have 20 minutes to do this.



3. Back in plenary, tape up the terminology cards one by one on the wall. Ask participants for the matching definition. Discuss any issues, questions or clarifications.
4. Summarize by asking participants: Why might it be important to develop a shared understanding of key terminology used for movement building?

B. *Becoming Politicized*

- 1 Explain to the group: *In the previous exercise, one of the terms discussed was politicization. The process of becoming politicized is a very personal one and is different for each one of us. Often, we begin this journey with an event or experience that 'triggers' the process. Yet as a process, it can continue to deepen and expand over time.*
- 2 Discuss becoming politicized. Depending on the level of experience within your group we suggest one of the following to open up the topic of politicization:
 - a. As facilitator, describe your own process of becoming politicized.
 - b. Ask one participant (in advance) to be prepared to share her/his personal experience of becoming politicized with the group.
 - c. Share one or several of the following examples with participants and explain how these could be trigger moments for becoming politicized.
 - A young woman at university always raises her hand yet the professor only rarely calls on her or other female students. He often belittles their contribution although he reacts very positively to even weak arguments by men.
 - A woman and her male co-worker left work late – she had to look for a private taxi to get home safely even though it was expensive – her colleague laughed and waved as he walked down the street without worry of violence.
 - A woman came home exhausted after a long day in the field digging only to find her husband sitting drinking beer. He demanded food and then sex – she felt she had to succumb yet felt anger deep inside her.
3. Some ideas that could shape your discussion about being politicized:
 - Although many of us experience and witness injustice, we sometimes just shrug it off as commonplace or expected. Yet sometimes an event or experience or exposure to an idea comes into our lives and makes us stop and think. In these moments, we recognize injustice not as an expected part of life but we feel moved by it in some way – often by anger, sometimes by guilt or shame when we see injustice inflicted upon someone else.
 - In these 'trigger' moments we see that our personal experience is not just a one-off negative experience that it happens because of bad luck or misfortune but because of larger forces of unequal power distribution within our society. In this way, we recognize that our lives are shaped by broader injustices.
 - Being politicized means being aware of larger power dynamics and that what could seem merely personal is actually political because of these larger forces.
4. Ask participants to pair up with one another and share either what triggered their process of becoming politicized or to share an experience in their lives where they felt discriminated against because of who they are (e.g., as a woman, an African, a poor person, a person with disability, etc).
5. After participants share in pairs, ask if anyone would like to share their story with the larger group.
6. Summary Discussion.
 - Ask participants: why is being politicized important to GBV prevention work?
 - Ask participants: why might it be important to deepen our politicization?

Explain that the *Get Moving!* process seeks to help us analyze our own experiences of injustice and those we see around us within a broader framework. It recognizes that forces which perpetuate injustice include sexism, racism, classism, etc.

An important aspect of being politicized is not only seeing events and experiences through this analytical lens but also then feeling compelled to do something about the injustice. Seeing power differentials and imbalances compels a politicized person to action. When many politicized people share the same analysis, are connected to each other, and are committed to transformative social change this becomes a movement.

C. Politicizing GBV Prevention

1. In small groups, ask participants to discuss and debate among themselves the following question. Ask them to prepare a brief summary of key points to present to the larger group.
2. Is our GBV prevention work politicized (i.e., based on an analysis of power and injustice)? If so, how is that demonstrated in our programs? Could the connection be deeper? If not, should it be? What would it take to get there?
3. Ask each group to present their ideas, facilitate a discussion around these ideas.
4. Explain that the *Get Moving!* process is designed to bring a more politicized analysis into our GBV prevention work – one of the first steps to building a GBV prevention movement.

D. Wrap Up

Summarize the session with the key ideas:

The Get Moving! process helps explore ideas of feminism, power and justice. Exploring these ideas deepens our politicization. Being politicized is an important part of violence prevention work because it grounds our efforts in a shared analysis of power. The Get Moving! process can help us deepen and strengthen our own GBV prevention efforts as well as the broader movement within the region.

Get Moving! Ideas

1. Ask someone you respect as an activist or feminist to share their process of becoming politicized.
2. Think about how you could deepen your own politicization. Make at least three commitments for the next 3 months toward this. Write them in your journal.
3. Ask your trusted other, mentor or coach to recommend one article, poem, book or essay that helped them deepen their understanding of a type of oppression (e.g., racism, sexism, classism, etc)

Feminism



The belief that women should have equal political, social, sexual, intellectual and economic rights to men.

Movement

A large informal or formal group of people and or organizations focused on specific political or social issues, and working towards social change.

Patriarchy



A system of structures and institutions created to sustain and recreate male supremacy and female subordination.

Politicization

A process of personal transformation when an individual comes to understand that the injustices they personally experience, or their friends and family experience, are actually connected to larger power structures in their own society.

Activism



Intentional action to
bring about social
change

Critical consciousness

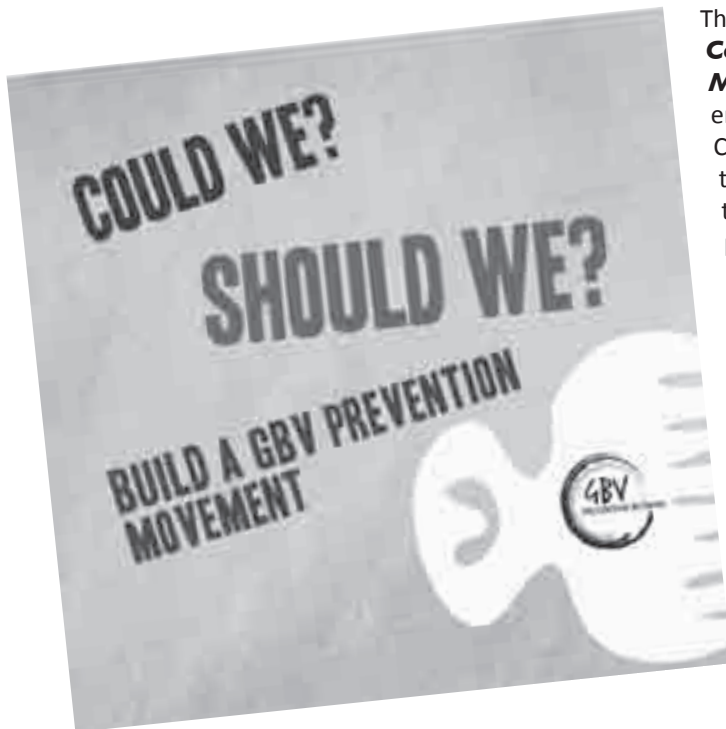


Achieving an in-depth understanding of the world including the perception and exposure of social and political contradictions. It also includes taking action against the oppressive elements in one's life that are illuminated by that understanding.

Get Moving!

Reader No. 4

Could we?
Should we? Build
a GBV Prevention
Movement



The GBV Prevention Network recently published ***Could we? Should we? Build a GBV Prevention Movement***. This publication was inspired by and emerged from a meeting of Network members in Cape Town in November 2008. Members discussed the development of a GBV prevention movement and the importance of having a feminist approach to GBV prevention.

The *Get Moving!* process is an initiative that was developed in response to member discussions about the lack of a strong GBV prevention movement in the region. This publication is the first of several the Network will produce that discusses the state of GBV prevention and hopefully stimulates a fresh look, an open dialogue and some critical thinking about movement building in our region.

Get Moving! Ideas

1. We suggest you read *Could we? Should we? Build a GBV Prevention Movement* either independently, with your trusted other, or as a group and discuss the *Get Moving!* questions at the end of the publication.
2. Do you consider yourself politicized? If so, how was your process of politicization triggered? If not, how could deepen your analysis of injustice.
3. Would you consider yourself an activist? What does activism mean to you?
4. Do you consider yourself a feminist? What does feminism mean to you?
5. Why did you get involved in GBV prevention work? What sustains your energy to do this work?
6. How do you think we could build a GBV prevention movement in the region?

Congratulations on completing Phase One!
Share your experiences and thoughts with
members at www.preventgbvafrica.org



info@preventgbvafrica.org
www.preventgbvafrica.org